Establishing Yourself As A Literacy Coach

IRA Professional Development Series
Mobile, AL
October 16, 2006

Bronwyn McLemore, Madelaine Cosgrove
Janice Wood, Cheryl Fountain

www.unf.edu/dept/fie
If you’re happy to be with us, clap your hands.
If you’re happy to be with us, clap your hands.
We start each day with a smile,
Then we talk and work awhile.
If you’re happy to be with us, clap your hands.
Learning About One Another

- What is your current position and how does it relate to coaching?
- What age/grade level do you work with?
- What do you hope to learn today?
- *Describe your typical day.*
- *Describe your coaching strengths.*
Trick or Treat?

How does your treat relate to coaching?
This Presentation Will Explore

✓ literacy components critical to reading and school success
✓ effective professional development critical to changing classroom instruction
✓ teacher knowledge and skill
✓ elements of coaching that support planning, instruction, and reflection
✓ strategies using the *teach, model, practice, and reflection* process to influence teacher instruction
Critical Literacy Components

Emergent Literacy Skills
- Letter and Sound Knowledge
- Phonological Awareness
- Print Concepts and Emergent Writing

Emergent Literacy Experiences
- Oral Language
- Reading Aloud
- Reading Independently
Beyond Critical Literacy Components

- Environments
- Materials
- Support for Teachers
Not All Children Come to School Ready to Learn

As many as 80% of children living in poor families read below grade level (Snow, et al. 1998)

Lack of phonemic awareness skills contributes to slower word acquisition and recognition skills and failure to read by first grade (Juel, 1994)
Teachers at the beginning stage of development do things differently than advanced level of teaching.

FIE Teacher Continuum

Awareness → Basic → Proficient → Emerging Expert
Awareness-Level Teacher

- Has an awareness of what is needed to implement the curriculum
- Focuses on the task
- Is hesitant about implementing content-related curriculum
- Teaches content in isolated bits
Basic-Level Teacher

- Continues to be episodic
- Focuses on short-term, day to day use of planning and instruction
- Meets the teacher’s needs (materials, time, logistics)
Proficient-Level Teacher

- Sets priorities and plans from priorities
- Integrates curriculum strategies and components
- Implements components smoothly and with minimal managerial problems
- Links teaching to children’s outcomes
Emerging-Expert Teacher

- Demonstrates proficiency in implementing all features of the curriculum
- Designs learning experiences based on children’s identified needs
- Appears to teach effortlessly
- Knows how and why curriculum components result in improved outcomes for children
What Do Coaches Do?

Support teachers in their daily work

- Provide initial curriculum training
- Provide follow-up training through weekly classroom visits
  - Models lessons
  - Observes teachers
  - Provides feedback
  - Answers implementation questions
  - Co-plans lessons
FIE Coaching Model

Strategic Components
- Content Knowledge and Skills
  - Competency Area#1: Content Knowledge
  - Competency Area#2: Learning Foundations
- Influencing Knowledge and Skills
  - Competency Area#3: Relationships
  - Competency Area#4: Interactions
  - Competency Area#5: Collaboration
  - Competency Area#6: Motivation/Reinforcement
  - Competency Area#7: Leadership
  - Competency Area#8: Change Process
- Planning Knowledge and Skills
  - Competency Area#9: Setting Goals
  - Competency Area#10: Time Management
  - Competency Area#11: Using Assessment
- Coaching Knowledge and Skills
  - Competency Area#12: Effective Professional Development/Adult Learning
  - Competency Area#13: Modeling/Co-Teaching
  - Competency Area#14: Feedback and Reflection

Coaching Competency Areas
- Lead to Coaching Roles
  - Emergent Content Expert
  - Communicator and Team and Culture Builder
  - Data-Driven Change Agent
  - Problem Solver and Critical Thinker
  - Learning Leader

Coaching Roles

Coaching Cycles

Desired Outcomes
- Changes in Classroom Practices
- Change in Classroom Environment

4-WEEK COACHING CYCLE

Teacher Practices
Coach Observes
Feedback Conference

Coach Models
Teacher Practices
Feedback Conference

Improved Readiness Outcomes For Children
Making A Difference

![Graph showing the difference in mean percentile ranking between pretest and posttest for two groups, Control and ELLM. The graph illustrates an increase in percentile ranking from pretest to posttest for both groups.](image)
Implications for Coaching

Step 1: Where do I begin?

Know your Teacher
- Where is your teacher on the continuum?
- What are your teacher’s strengths?
- Where does your teacher need help?

Identify Curriculum Implementation Priorities
- Review the Curriculum
- Decide Action

= Starting Point
Implications for Coaching

Step 2: Before Beginning

Semester Target

- What do I hope to accomplish this semester?
- What do I need to accomplish this goal?
- How will I monitor progress?

Starting Point for first visit
What We Know About Children

• They have different learning styles.
• They have different levels of attention.
• They learn well in small groups.
• They need to use all of their modalities

Chaille & Britain, 1997
Setting the Stage for Learning

• Rules, Routines, and Transitions
• Learning-Rich Environments
• Communication and Interaction
Rules, Routines, and Transitions

1. Classroom rules are developed and posted.

2. Classroom rituals and routines meet children’s needs.

3. Staff provides time and opportunities for large and small group instruction, and for individual practice.

4. Classroom routines focus children on instruction.

5. Staff teaches children to make connections across learning experiences.

6. Transitions are planned and implemented throughout the day.
Class Rules

1. Please listen with rabbit ears.
2. Please be quiet as a mouse.
3. Please move like a turtle.
4. Please clean up your own mess.
5. Please be sweet to others.

Thank You!
What Are Routines?

- Regularly doing things the same way
- Taught and reinforced
- Begin with a demonstration of how the routine should happen
- Be predictable and understandable
Children need developmentally appropriate rituals and routines that allow for easy transitions and engaging activities.

(Bredekkamp & Copple, 1997)
Learning-rich Environments

7. Staff creates learning-rich environments.

8. Classroom materials are updated and rotated frequently.

9. Staff provides environments, schedules, and routines that promote self-control and self-regulation.
Why Create Learning-rich Environments?

Learning is a highly active and interactive process.

Children build knowledge through involvement in activities in the environment that are relevant to their interests.

(Neuman & Roskos, 1993)
Environments for children should be stimulating, encouraging them to explore different ways for creating knowledge. (Duckworth, 1996)
10. Frequent, meaningful interactions are planned with children.
11. Staff encourages children to explain thoughts and talk about their work.
12. Staff uses warm, enthusiastic, and supportive techniques.
13. Staff provides appropriate models of communication.
14. Staff models caring and affirmative social skills, and problem solving strategies.
15. Staff teaches children non-verbal communication skills.
16. Presentation of instruction provides a balance of talking and listening.
17. Family members are included as partners in the educational program.
18. Children develop a positive disposition to learn.
Opportunities for learning are enhanced when children engage in varied interactions with other people.

(Hart & Risley, 1995)
Positive Reinforcement

- Pat Yourself on the Back
- Kiss Your Brain
- Give a High Five
- Looking Good
- Firework of Applause
Music provides a whole brain massage that stimulates the neural pathways for attention, increases energy levels, and integrates thinking and creativity.

(Biller, 2003)
My Aunt came back from Japan and brought me back a lacy fan.

Old Algiers – pinking sheers

Holland too – a wooden shoe

Old Chili – an itchy flea

City Zoo – some nuts like you!
Reading Aloud

Reading aloud to children is the most highly recommended activity for the development of language and literacy.

I have a cat who likes to eat, and she thinks **cookies** are yummy.

Y – U – M – M – Y!

Y – U – M – M – Y!

Y – U – M – M – Y!

She loves to eat!
Simply reading aloud to children does not by itself impact children’s reading abilities; dialogue about and beyond the immediate context of the book is critical.

(Dickinson & Tabors, 2001)
Story Questions

- Cloze Questions
- Open-ended Questions
- Who, What, When, Where, Why Questions
- Connection Questions
Conference - A Lasting Impact

Two-Way Conversation

Non-judgmental Feedback

Action Planning
Florida Institute of Education
at the University of North Florida

www.unf.edu/dept/fie